Bullying Prevention & Management Policy and procedures 2024-2026

Connected • Engaged • Successful

Hillarys PRIMARY SCHOOL

RATIONALE

Our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

HILLARYS PRIMARY SCHOOL CODE OF BEHAVIOUR

Every member of our school community is expected to treat others with consideration and respect, behave safely and responsibly, and take care of property and the school environment.

DEFINITION OF BULLYING

What is bullying

Bullying is an ***ongoing*** misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group, misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious, overt, or hidden, covert. Bullying of any form, or for any reason, can have long-term effects on those involved, including bystanders.

Bullying can happen anywhere. It can happen at home, at work or at school, and can occur between students, staff, and parents. It can happen to anyone.

What is not bullying

It's important to know that ***single*** incidents and conflict or fights between equals, whether in person or online, are ***not*** defined as bullying.

Adapted from the national definition of bullying for Australian schools at https://bullyingnoway.gov.au

THREE TYPES OF BULLYING

Verbal, physical, and social bullying can occur in person or online, directly or indirectly, overtly or covertly.

- **Verbal bullying:** includes name calling or insulting someone about their physical characteristics such as weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying:** includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying:** includes consistently excluding another person or sharing information, images or other digital content that will have a harmful effect on the other person..

CLASSIFICATION OF BULLYING

Setting - in person and online

- Online settings have added complexities which can create additional concerns for students, parents and carers, and teachers. For example, cyberbullying includes the potential for content to be recorded, distributed, and viewed by an audience far beyond what was intended.

- Children who experience cyberbullying are often also bullied in person. This means that effectively dealing with cyberbullying may require an examination of bullying behaviour in other settings.

Means - direct and indirect

- **Direct bullying** includes behaviours which are obvious and easily observed by others, that is, the identity of the person displaying bullying behaviours is usually known. Examples of direct bullying include pushing, kicking, name calling and excluding others from social activities.

- **Indirect bullying** Indirect bullying can be discreet and anonymous, and the person experiencing the bullying behaviour may not realise until after it has occurred. Examples of indirect bullying can include damaging another person's social reputation, relationships, and self-esteem through actions such as jokes shared with a group demeaning someone's personal attributes, discreetly stealing personal belongings from a bag or anonymously sharing unflattering images or information online without that person's permission.

Visibility - overt and covert

- **Overt bullying** involves physical actions such as punching, kicking or pushing, or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying (this is sometimes called 'traditional bullying').

- **Covert bullying** can be challenging for people outside the interpersonal interaction to identify. It can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with.

- Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

- Some bullying is both covert and indirect, such as subtle social bullying, usually intentionally hidden, and very hard for others to see. This type of bullying is often unacknowledged at school, and can include spreading rumours, threatening, blackmailing, stealing friends, breaking secrets, gossiping and criticising clothes and personalities.

- Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.

IMPACT OF BULLYING

The **physical harm** caused by some types of bullying is well recognised.

Research has confirmed that short-term and long-term **psychological harm** can result from bullying. This includes the harm to a person's social standing or reducing a person's willingness to socialise through bullying (particularly covert social bullying).

In fact, just the **fear of bullying** happening can create distress and harm. The ongoing nature of bullying can lead to the person being bullied feeling powerless and unable to stop it from happening.

The effects of bullying, particularly on the mental health and wellbeing of those involved, including bystanders, can continue even after the situation is resolved.

WHOLE SCHOOL COMMUNITY RIGHTS AND RESPONSIBLITIES

Students, staff, parents/carers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying.

RIGHTS AND RESPONSIBLITIES FOR A SAFE SUPPORTIVE ENVIRONMENT	
RIGHTS	***RESPONSIBLITIES***
All members of the Hillarys Primary School community	
• To be safe and supported in the school environment • To be treated with respect	• Establish positive relationships • Respect and accept individual differences
Administration	
• To feel safe and supported in their role • To develop and implement the school's plan to prevent and manage bullying	• Resource the prevention and management of bullying • Support staff implementation of policy and procedures • Inform parents of school processes
Staff	
• To feel safe and supported in their role • Access to professional learning in preventing and managing bullying • Access to curriculum resources	• Adhere to bullying policy and procedures • Identify and manage bullying • Deliver curriculum for student safety and wellbeing
Students	
• Access to curriculum that supports the prevention and management of bullying • Provision of adult support to prevent and manage bullying	• Treat others with care and respect • Know how to identify and respond to bullying
Parents	
• To be provided with a safe, respectful, and supportive school environment • Access to school bullying policy and procedures	• Encourage their children to report bullying incidents • Support the school in effectively managing bullying
Other community members & allied professionals	
• Access to school bullying policy and procedures on request	• Provide feedback on bullying policy and procedures

STRATEGIES FOR PREVENTION AND MANAGEMENT OF BULLYING

Whole school prevention strategies

- Adherence to the Code of Conduct DoE Code of Conduct
- Positive Behaviour Support (PBS) matrix, whole school values program, and Good Standing
- Professional learning for staff
- Explicit curriculum instruction K-6
    - understanding what constitutes bullying
    - why bullying is unacceptable
    - development of effective bystander behaviour
    - understanding how to identify, prevent, report, manage bullying in all contexts
- Close collaboration with parents and the wider community to prevent bullying
- Bullying Prevention and Management brochure for parents to raise awareness
- Effective case management by teachers and Admin, and working with parents
- Chaplain to liaise with at-risk students
- Incentives for respectful behaviour, e.g. Reward Play
- Active playground supervision and high vis jackets worn by staff
- Identification and supervision adjustments of high-risk situations
- Promoting positive playground behaviour and social relationships
- Newsletter inserts
- Recording and managing playground bullying incidents on Integris/e-records
- Student Wellbeing and Engagement survey

Classroom prevention strategies

- Promotion and adherence to Positive Behaviour Support matrix and school values
- Identify bullying behaviours and act on student and parent concerns
- Restorative practice
- Development of positive classroom culture with clearly stated processes, routines, and expectations
- Delivery of the Health curriculum with supporting resources
- Participation in whole school wellbeing focuses and events
- Implementation of Reward Play program
- Engagement with parents and carers
- Documentation of bullying incidents behaviour & notification to Administration

Playground prevention strategies

- Active engagement and supervision of students
- Use of duty toolkit (i.e. bag, slips, first aid list)
- Implementation of risk management processes and/or additional information from Admin
- Extra staffing for students with additional needs
- Chaplain support on selected days

In the home

- Report incidents of bullying to the classroom teacher immediately
- Support child with advice and resources Bullying. No way!

INCIDENT MANAGEMENT

What	Who	How
Report of bullying	student parent bystander/other	Document all details from all parties involved, including dates, times, words, actions, and other people involved. (Email and student e-file) Do not engage with hearsay and maintain a neutral response to statements Confirm that further communication and outcomes will follow the report of bullying
Recording incident	Teachers	Send details to Admin team via email, noting any actions taken (i.e. consequences given; other follow up with students and parents)
Follow up	Administration	Admin team to review teacher documentation and actions If a recurring or sever instance, Admin will: Speak with all parties involved, including parents and carers Apply consequences as per policy and DoE directives Alert staff to situation for monitoring and support (class/playground) Reiterate whole school value and expectations to staff and students, including Positive Behaviour Matrix focus areas Document incident and outcomes as per DoE policy and directives Refer to North Metro Education Region for support if required
Ongoing support	Admin/teachers School Psychology Service Other support staff (EAs, mentors, Chaplain)	Offer social/psychological support to student and parents/carers, including resources and programs, and access to school psychology service Monitor student welfare and wellbeing through regular check ins with teacher and student